

THE INTERLANGUAGE MANIFESTATION
IN WRITTEN COMPOSITIONS OF PRE-INTERMEDIATE
EF (ENGLISH FIRST) LEARNERS

A THESIS

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
PROGRAM MAGISTER
UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
JUNE, 2005

**The interlanguage manifestation in written compositions
of pre-intermediate EF (English First) learners**

A THESIS

**Presented to
Master in Teaching English as a Foreign Language Program
Surabaya Widya Mandala Catholic University
in partial fulfillment of the requirements for
the degree of Master of Arts in TEFL**

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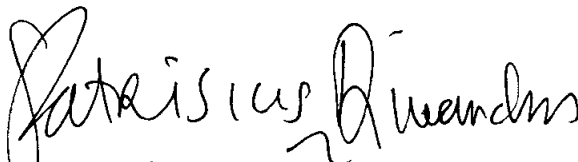
**WIDYA MANDALA CATHOLIC UNIVERSITY
POST – GRADUATE PROGRAM
MASTER IN TEACHING ENGLISH AS
A FOREIGN LANGUAGE PROGRAM
JUNE 2005**

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APPROVAL SHEET (2)

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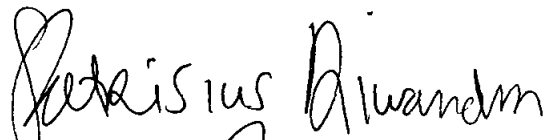
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ACKNOWLEDGEMENT

First of all, the writer would like to thank God for His beneficence and mercy so that the writer could finish his thesis well although there were so many barriers to overcome. Furthermore, the writer also presents his deepest gratitude to :

1. Dr. Patrisius I. Djiwandono as the advisor whose comments, criticism, guidance, suggestions, patience, understanding, and most of all his valuable time during the process of accomplishing the thesis were so helpful.
2. Prof. Dr. Sadtono as the Head of department whose comments, criticism, and suggestions were very helpful for the writer to improve his thesis.
3. Dr. Wuri Soejatmiko as the Director of MPBI as well as the examiner whose comments, criticism, and suggestions were very much helpful.
4. Ninik Setyowati, my beloved wife whose supports and assistance motivated the writer's spirit in accomplishing his thesis.
5. Robert Tanod, my beloved father whose support, assistance, advice, and encouragement motivated the writer in accomplishing his thesis.
6. All the teachers, staff, and students of English First (EF) for their supports for providing data.

7. All the lecturers of the English Department of MPBI, Widya Mandala Surabaya Catholic University whose guidance and motivation, directly or indirectly, and morally, guided the writer to reach the highest spirit and self confidence.

Finally, the writer hopes this thesis will be helpful for those who need information and explanations or those who would like to dig “deeper” concerning the Interlanguage.

The writer,

Altrix Alexander Tanod

ABSTRACT

Tanod, Altrix Alexander. 2005. **The interlanguage manifestation in written compositions of pre-intermediate EF (English First) learners**. Thesis. Master's program in teaching English as a Foreign language. English Education Department. Graduate school. Widya Mandala Surabaya Catholic University.

Advisor : Dr. Patrisius Istiarto Djiwandono.

Key words : interlanguage, pre-intermediate, stages of interlanguage, second language acquisition

This study is intended to describe the stages of interlanguage which are manifested in students' compositions during their learning of English as a foreign language (EFL). Actually, interlanguage can be measured by using the Pienemann and Johnston's five stages which are supposedly universal. The stages are claimed to be able to reflect all developmental sequences in IL (stage X – X+4). By applying these stages, the writer tried to describe the stages of interlanguage in the compositions which were written by pre-intermediate EF (English First) learners.

There are at least three main theories as the framework of this study. First is interlanguage which is the most important theory of this study. According to Ellis, interlanguage is the theoretical construct which underlies the attempts of SLA researchers to identify the stages of development through which L2 learners pass on their way to L2 (or near L2) proficiency. Second, the theory of the developmental sequence which describes the five stages (X – X+4). These five stages are claimed to reflect all developmental sequences in interlanguage. The third theory is the theory of second language acquisition. This is actually a very universal theory because it covers most theories regarding the acquisition of the second language, including the interlanguage theory.

In order to conduct this study, the writer analyzed the students' compositions. These compositions were taken from English First students randomly whose level was at the pre-intermediate. Those data were taken unsystematically without looking at the students' names from four EF branches and eight classes. The writer gave a topic "My favorite pet" to the students. Then, these students were asked to write compositions outside the classroom to give them a new situation to write. The students were allotted sixty minutes to write before they handed their graded compositions to the researcher. In 60 minutes, these students could write at ease, and re-check their compositions. After receiving those compositions from students, the writer then analyzed them by reading them all, highlighting the sentences / phrases, and classifying the highlighted sentences / phrases into the right stages.

After making the analysis of the interlanguage manifestation in written composition of pre-intermediate (EF) learners, the writer finally found that the five stages (stage X, X+1, X+2, X+3, and X+4) were applied in students' compositions. It means, these pre-intermediate students were able to apply those stages even though with different frequency. In fact, most of the students' compositions tended to be in the stage X, and only very few of the compositions were in the other stages (stage X+1 - X+4). This is reasonable because stages X+1 - X+4 require more complex language structure compared with the stage X. On the contrary, stage X is the simplest stage which only refers to the pattern of SVO (subject, verb, and object). The summary of those compositions can be said as follows: there was 69.4% in stage X, 3.7% in stage X+1, 10.2% in stage X+2, 12.05% in stage X+3, and 4.65% in stage X+4. The writer realizes that in fact, these students' compositions tended to be in stage X because it reflected their real stages as the pre-intermediate students who wrote the compositions.

As the summary of this study, the writer concludes with several important points. First, according to Pienemann & Johnston, interlanguage can be described by the constraints of stage X – stage X+4. Second, there is one thing to notice that the learners should not skip a stage to the next stage without knowing the previous stage in a developmental sequence (e.g. directly to X+4), because all the stages are important and related one to another. Third, the most important point of all is that interlanguage does not view errors and mistakes as failures to eliminate, in contrast it views them as the evidence of the learners' attempts in order to acquire the second language. It also views that those errors and mistake are the natural process to go through as the second language learners.

ABSTRAK

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Penelitian ini ditujukan untuk mendiskripsikan tahap-tahap interlanguage yang termanifestasikan dalam karangan siswa yang sedang belajar bahasa Inggris sebagai bahasa asing. Sebenarnya, interlanguage dapat diukur dengan menggunakan lima tahapan umum menurut Pienemann dan Johnston. Kelima tahapan ini dikatakan mampu merefleksikan seluruh proses perkembangan dalam interlanguage (tahap X – X+4). Dengan menggunakan tahapan ini, peneliti mencoba mendiskripsikan tahap-tahap interlanguage dalam karangan yang dibuat oleh siswa-siswa pre-intermediate EF (English First).

Ada sedikitnya tiga teori utama yang menopang penelitian ini. Yang pertama dan yang terpenting adalah teori interlanguage. Menurut Ellis, interlanguage adalah landasan teori yang menandakan usaha-usaha para peneliti untuk mengategorikan tahap-tahap perkembangan yang membuat siswa (L2) dapat melalui atau paling tidak mendekati keahlian dalam menggunakan L2. Kedua, adalah teori tahap perkembangan yang mendiskripsikan lima tahap (tahap X – X+4). Kelima tahap ini dikatakan mampu merefleksikan seluruh proses perkembangan dalam interlanguage. Teori yang terakhir adalah teori second language acquisition (SLA). Teori ini adalah teori yang sangat umum karena mampu meliputi seluruh teori yang menyangkut pemerolehan bahasa kedua (L2), termasuk teori interlanguage.

Dalam upaya menjalankan penelitian ini, peneliti menganalisa karangan-karangan siswa. Karangan-karangan tersebut diambil dari siswa-siswa English First secara acak pada level pre-intermediate. Data-data tersebut diambil secara random dari empat cabang EF dan dari 8 kelas yang berbeda. Peneliti memberikan topic "My favorite pet". Kemudian, siswa-siswa diajak untuk menulis karangan di luar kelas untuk memberikan suasana yang baru dalam menulis karangan. Para siswa diberi waktu sekitar 60 menit sebelum mereka harus menyerahkan hasil karangan mereka kepada peneliti. Dalam 60 menit, siswa-siswa dapat menulis dengan waktu yang cukup sehingga dapat memeriksa kembali karangan mereka sebelum mengumpulkannya. Setelah menerima karangan-karangan dari siswa-siswa, peneliti kemudian melakukan tiga kegiatan untuk meneliti karangan-karangan tersebut; membaca seluruh karangan, menandai kalimat atau frase, dan menggolong-golongkan kalimat atau frase yang ditandai kedalam golongan atau tahapannya masing-masing.

Setelah membuat analisis manifestasi interlanguage dalam karangan tertulis siswa-siswa pre-intermediate EF, peneliti akhirnya menyimpulkan bahwa ada lima tahapan (tahap X, X+1, X+2, X+3, dan X+4) yang terdapat dalam karangan siswa-siswa tersebut. Hal ini berarti, siswa-siswa pre-intermediate ini dapat mengaplikasikan tahap-tahap interlanguage walaupun dalam frekwensi yang berbeda. Kesimpulan lain dari penelitian ini adalah bahwa mayoritas karangan siswa-siswa tersebut masih berada pada tahap X, dan hanya sedikit yang berada pada tahap lainnya (tahap X+1 – X+4). Hal ini dapat dimaklumi karena tahap-tahap X+1 – X+4 memerlukan tingkat aturan-aturan bahasa yang lebih rumit dibanding tahap X. Sebaliknya, tahap X adalah tahapan yang paling sederhana yang hanya mengacu pada pola SVO (subject, verb, object). Peneliti kemudian meringkas karangan siswa-siswa dan menemukan bahwa ada 69.4% pada tahap X, 3.7% pada tahap X+1, 10.2% pada tahap X+2, 12.05% pada tahap X+3, dan 4.65% pada tahap X+4. Peneliti menyadari sepenuhnya bahwa pada dasarnya karangan siswa-siswa ini mengacu pada tahap X, karena tahap ini merefleksikan tahap sebenarnya dari siswa-siswa pre-intermediate.

Sebagai kesimpulan akhir dari penelitian ini, peneliti menyatakan beberapa hal penting. Pertama, menurut Pienemann & Johnston, interlanguage dapat digambarkan melalui tahap-tahap X – X+4. Kedua, ada satu hal penting bahwa siswa-siswa diharapkan untuk tidak melampaui suatu tahap ke tahap selanjutnya dalam proses perkembangan (misalkan langsung mempelajari tahap X+4), karena semua tahapan adalah penting dan saling berhubungan erat. Ketiga, hal terpenting dari semuanya adalah bahwa interlanguage tidak melihat errors dan mistakes sebagai kegagalan yang harus segera dimusnahkan, sebaliknya, interlanguage melihatnya sebagai bukti atas usaha-usaha yang dikerahkan oleh siswa-siswa dalam pemerolehan bahasa kedua (L2). Interlanguage juga melihat bahwa errors dan mistakes itu adalah suatu proses yang alami yang harus dilalui oleh para pelajar bahasa kedua.

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